DOCUMENT RESUME

ED 091 583 CE 001 365

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TITLE Career Development and Motivation and Equal Employment Opportunity.
PUB DATE 4 May 73
NOTE 36p.; Speech presented at the Annual Southwest Management-Labor-Public Interest Conference (13th, Norman, Oklahoma, May 1973)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Career Education; Educational Programs; Employment Opportunities; *Equal Opportunities (Jobs); Labor Market; Minority Groups; Sex Discrimination; Speeches; *Vocational Development; Vocational Education

ABSTRACT

Labor market projections for the next six years have implications for education that can best be met by a career development program which runs from nursery school beyond high school, with a different emphasis at each level. A total program must be provided, recognizing individual differences and needs and put into practice by educators who are not afraid to make changes, to experiment, and to support programs extending beyond the schoolhouse walls. The continuing lack of equal employment opportunity for many segments of society points up the fact that career development, with its essential guidance component, must be an integral part of any human resources development or manpower training effort. The Office of Education is using many new training techniques and the National Task Force on Education and Training for Minority Business Enterprise is now working on its final report. Efforts are also being directed to the educational needs of American Indians and toward the removal of bias against women in textbooks, school programs, counseling, retraining, and employment. (SA)

ED 091583

OCT 1 1973

CAREER DEVELOPMENT AND MOTIVATION

AND

EQUAL EMPLOYMENT OPPORTUNITY*

by
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*Before the 13th Annual Southwest Management-Labor-Public Interest Conference, The University of Oklahoma, Norman, Oklahoma, Friday, May 4, 1973, 7:30 p.m.

I am honored to have an opportunity to address this very distinguished group representing labor, business, education, government, and community leadership assembled here this week for the Thirteenth Annual Southwest Conference on Management, Labor and Public Interest.

In keeping with your conference theme - to re-examine current efforts for achieving equality of opportunity in employment, training, and promotion - I plan to discuss some of the critical issues in career development and motivation for equal employment opportunity.

The Role of Career Education

For too long now, as Rupert Evans pointed out in his 1968 article entitled, School for Schooling's Sake: The Current Role of the Secondary School in Occupational Preparation, "American education has been designed for one basic purpose -- to prepare the student for subsequent schooling. Actual practice in elementary schools, secondary schools, junior colleges, and baccalaureate programs shows far too little recognition of the role of the school in preparing students for citizenship and employment. Only at the graduate level have employability skills been given careful attention by the majority of instructors, and anyone who dropped out of the education system prior to graduate school has been regarded as a failure."

Evans went on to indicate that there were two basic reasons why the schools have not successfully attacked the problems of transition from school to work: (1) because society has never demanded it, and (2) because within education, theorists have almost uniformly called for unity of programs with emphasis on general education. But as youth unemployment rates continued to climb, society began to ask the schools for action especially when it has become evident that the largest increase in job opportunities in the nation's work force is now and will continue to be for persons below the baccalaureate level with specialized skills and knowledge.

Garth Mangum outlined the parameters of our nation's manpower needs in his article, Workpower for the Seventies: Requirements for Talent, Knowledge, and Skills when he wrote that: "Since World War II, the United States has graduated from an industrial stage of economic history, with capital resources the critical element, to a post-industrial phase in which human resources have soared in importance. Consequently, the nation finds itself facing: (1) a hunger for manpower with specialized skills and talents; (2) a need for greater investment in occupational training at both entry and inservice levels; (3) severe difficuluties finding jobs for the unskilled; and (4) direct competition between men and machines, with a worker's survival hinging on his ability to perform new functions or to underbid the cost of machine labor. There is no sign of work becoming obsolete, but the nature and definition of work are changing

rapidly."

The nature of the problem facing us then in preparing highly competent workers for technological occupations is patently evident when we observe that, on one hand, there are thousands of important and attractive jobs in the highly skilled technical and supportive occupational categories which need to be filled in order to maintain the health and well being of our industrial and employment enterprises; and that, on the other hand, there are even more thousands of unemployed young people who cannot fill these jobs because they lack the necessary training.

At the very outset, we must recognize that there are <u>two</u> facets to this problem. <u>One</u> is the <u>immediate</u> task of preparing all people in our potential work force, including those in our high schools and junior colleges and those who have left school and are underemployed or unemployed, to be able to meet our immediate needs for technological manpower. There exists already a large establishment which can train most of these individuals since programs beyond the high school in private or public junior and community colleges, proprietary schools, four-year colleges, technical institutes, and some area vocational-technical schools provide part-time instruction for employed adults and full-time instruction for unemployed adults.

The second, and perhaps most important facet, however, is the long range task of providing a career education experience for young children which will permit them to understand the world of work, to make logical choices of careers in relation to their personal needs, and to provide a means by which they may continue to upgrade their occupational skills and knowledge to keep up with the rapid changes in the kinds of work they will be doing as a result of the discovery of new knowledge and the increased application of science and technology.

Rationale for Career Development Programs Permeating All of Education

Projections show that 100 million Americans will be working or seeking work by 1980. That's 15 million more people, mostly young, who will have to be accommodated in the labor force by 1980 than we had in 1970. If 2.5 million youngsters are now leaving our schools and colleges each year without adequate preparation, how many of those 15 million are apt to be unprepared for the demands of the 1980 labor market? Compared with 1968, that market will need 50% more professional and technical workers -- but 2% fewer laborers and an incredible 33% fewer farm workers.

Despite a projected rapid growth rate in the professional occupations, a Labor Department study of the jobs which will be available in the coming decade indicates only about one in five (20%) will require a baccalaureate degree preparation. The Department of

Labor's Occupational Outlook Handbook projects a 13 percent increase in blue collar jobs between now and 1980 and a 36 percent increase in white collar positions. Service-producing industries (trade, government, health care, education, transportation, repair and maintenance, finance, insurance, and real estate) are expected to grow from 44.2 million people in 1968 to 59.5 million by 1980, a 35 percent increase. The work force in goods-producing industries (agriculture, mining, construction, and manufacturing) is expected to increase from 27.5 million to 30 million, a 10 percent increase.

These are the hard facts. Now what can career education do about them?

At the present time, about 30 percent of our students receive vocational preparation which will enable them to get a job when they leave high school and over 50 percent of our youth receive an education which neither prepares them to enter further education beyond high school with reasonable assurance of success nor to become employed. Career education, as we conceive it, would guarantee that all students, when they leave high school, will be prepared either to take a job or to enter the next step of educational preparation for their chosen work.

For the past two years, career education has been a major objective of the U.S. Office of Education. In fact, no U.S. Office of Education initiative has attracted more attention or received more support! The development of a career education system requires the

accomplishment of differing objectives at each level of the existing school system. For example, from nursery school through about the sixth grade, the objectives are to develop in each pupil self-awareness and positive attitudes about the personal and social significance of work. Students in these grades should receive a meaningful overview of the world of work by being exposed to the major 15 job clusters we have developed which encompass more than the 20,000 different job categories listed in the Dictionary of Occupational Titles.

In the seventh and eighth grades, students would devote more attention to the occupational clusters of their choice, leading to an in-depth exploration in the ninth grade. Subject matter here is also more meaningful and relevant because it is unified and focused around a career theme.

In grades nine and ten, the student gets in-depth exploration and training in an occupational area, and is provided a foundation for further progress. This leaves open the option to move between clusters.

In grades eleven and twelve, the student receives intensive preparation in a selected cluster, or in a specific occupation, in preparation for job-entry or further education. His studies are related more closely to the world of work. Guidance and counseling are more concentrated. The school is obligated to assist the student

in obtaining a job, entry into a post-secondary occupational education program, or entry into a four-year college program.

Career education beyond the high school includes preparation required by an individual to enter employment, improvement of his knowledge or skills as they relate to his job, or preparation for new ones throughout his working career. It also includes the cultural and recreational knowledge necessary to cope with living in our post-industrial society.

Much progress is being made in the States developing and initiating long range career education programs. As part of this development, we are currently testing four models through research, experimentation, and feasibility studies. The first of these is the school-based model essentially as described above. The second is an employer-based model which involves young people who, for one reason or another, have left school without being equipped for work. For this group, learning by doing is stressed. The third is the home-community based model which is intended primarily for adults. Its main purpose is to reach those who did not acquire the necessary skills to hold a satisfactory job while they were young. It relies heavily on cable television, career clinics, and home instruction. And the fourth is the rural-residential model in which entire families live and train together for new and upgraded employment.

Toward a "Total" Career Development Program

In summary, one major goal then is to stimulate a career awareness and preparation program for every young person coming up through the educational system and for every adult who wants to change careers to move up the career ladder. There is no question in my mind that the "Challenge of the Seventies" in providing future equal employment opportunity for all, including our minorities - Indians, Blacks, and Chicanos and our majority group - women - is the establishment of an effective career development program in our educational system.

Probably the most serious challenge facing educators in general today is to provide an educational system which acknowledges the existence of individual differences among our youth and which creates adequate facilities and programs to meet these differences.

The AASA Yearbook (1966) Imperatives in Education states: "The school must develop creative and imaginative program to change the boredom of idle hours into fruitful and satisfying experiences."

This can be accomplished only by educators who are not afraid to make changes, to experiment with different hours and different time schedules and new curriculum to incorporate the new occupations, and to provide supportive, extending programs beyond the schoolhouse walls. Opportunities must be provided for students of all ages to broaden

individual goals and occupational awareness and strengthen their opportunities to learn, earn, and contribute to society as useful citizens.

All vocaitonal education, in fact all education, has become a tremendously complex combination of operations and knowledges, demanding much more of the administrator, the instructor, the school facilities, and the community. Such a broad range of knowledge and disciplines can be met only with combined resources and flexible use of all resources.

Although in the past many successful people were school dropouts, the odds against success without education today are very high. In the words of Lyndon B. Johnson: "There was a time when a young man could drop out of school, get a job, and enjoy a reasonably secure future. But now, in an expanding universe of knowledge and change, we know that that is not enough."

Last year, approximately 2.5 million young people left our nation's schools and colleges. Most of them left without a marketable skill or an identifiable career goal. All too often these young people are frustrated, bored-out, shoved out, or pushed out by the educational system using outdated methods and equipment in an atomic age. Like the boy in Stephen H. Corey's "The Poor Scholar's Soliloquy," who said, " ... Dad says I can quit school ... and I am sort of anxious to because there are a lot of things to learn how to do... "

The Guidance Function

Occupational orientation programs must be closely interrelated to guidance. Some forms of occupational orientation on a formalized basis should be part of curriculum offerings for every student. It should be an integral part of the total school curriculum! This means that all school administrators, all teachers, guidance counselors, and business and industry and labor must work closely together in the introduction and implementation of these programs. However, the responsibility for such offerings must not be considered as strictly a guidance function!

Because of the over-emphasis on college preparatory programs in our schools it is often necessary to place a strong counter-emphasis on helping the employment bound student. Job placement is at least equally as important as college placement. Predictions for the next 10 years are that fewer than 20% of the jobs to be filled in this country will require a baccalaureate degree. Occupational choice is a problem faced by every individual! Occupational choice is not the unique problem of "special" groups of students.

Every human being is entitled to educational opportunities from early childhood, throughout adolescence and into adulthood which will provide a climate of learning and guidance for optimum (individual potential) career development.

The very fact that this conference is re-examining employment training and promotion opportunities in 1973 causes me to reflect on some issues which are not as old as they may seem.

Motivation for Equal Employment Opportunity.
Some Ethnic Reflections, Past and Present

In 1939, the U.S. Government Printing Office released a publication titled, Special Problems of Negro Education. The study was prepared for the Advisory Committee on Education by Mr. Doxey A. Wilkerson, Associate Professor of Education, Howard University. The Advisory Committee on Education was appointed by the President of the United States on September 13, 1936, initially for the purpose of making a study of vocational education, its relationship to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program of Federal aid for vocational education. The work of the Advisory Committee was later enlarged in scope to give more extended consideration to the whole subject of Federal relationship to State and local conduct of education.

The Wilkerson report dates back 34 years, and uses statistics which were gathered between 1930 and 1936. To update the record it is important to compare the situation which existed then with the situation which the researchers say exists today. Concerning the relative economic status of Negroes (based on 1930 data) the report established that:

1. The percentage of Negroes (67%) in the unskilled workers category was over three times as large as that for native whites (22%) and over twice as high for Negroes as for foreign born whites (29%).

2. In the fields of trade, public service, professional service, and clerical occupations, Negroes constituted almost negligible proportions of the total numbers of gainfully employed workers.

Further the report went on to say that the above picture reflected not only the influence of vocational preparation -- or lack of it but the factor of racial discrimination in employment as well. Now, let us review the following statements from a report published in 1971 (an Urban Institute Reprint by Ralph E. Smith and Charles C. Hoit) entitled A Job Search-Turnover Analysis of the Black - White Unemployment Ratio. The 1971 report stated:

1. The persistence of a 2:1 black-white unemployment ratio has been particularly disturbing. Despite society's increasing concern for the economic needs of blacks and the many programs this concern has spawned, blacks have not appreciably gained in their relative ability to find and retain jobs during the past two decades.

2. When the aggregate demand for labor falls ... blacks, teenagers, and unskilled workers suffer the most since they are most likely to be unemployed and often are least able to afford temporary stoppages in their incomes!

3. The black male unemployment rate is more than twice that of white males not because of any significant difference in speed of placements, but rather because the black separation rate is roughly double that of the white rate.

4. ...the jobs that blacks get, for one reason or another, last for much shorter periods, so that they are back in the labor market about twice as often. This appears to be due both to a higher rate of job loss (layoffs and dismissals) and of voluntary leaving (quits). The high turnover rates of blacks relative to whites might be explained by one or all of the following conditions: (a) the jobs in which blacks are placed are relatively low paid and unattractive in terms of job

satisfaction, so black quits are higher, (b) black workers are relatively unproductive because of lack of experience, education, or motivation, so employers become dissatisfied and black layoffs are higher, (c) the jobs occupied by blacks are inherently of shorter duration even though productivity and job satisfaction are adequate while the jobs last, (d) there is poorer performance in the search and placement process of matching the capabilities of black workers to job requirements and of matching job inducements to the preferences of black workers, (e) blacks have lower union seniority and (f) lastly racial discrimination, of course, may contribute to all these conditions.

The April issue of Ebony magazine describes a career development program for garbage workers in Memphis, Tennessee. The project evolved from a project funded through our Division of Manpower Development and Training to help develop career ladders for hospital workers in the city of Memphis. In the aftermath of the death of Dr. Martin Luther King and the success of the American Federation of State, County, and Municipal Employees (AFSCME) in gaining exclusive bargaining agent rights, a similar program was negotiated with the mayor of Memphis.

It is possible to go on and on citing statistics to prove that Equal Opportunity in Employment does not exist yet in America, and that our society has not responded appropriately yet to the need of Blacks, Indians, Chicanos, or women. But what purpose would this serve? If we can begin by admitting that inequality still exists, then the remainder of our time might be spent profitably seeking ways to remedy the situation. How many people ever ask themselves:

1. Who discriminates?
2. What is discrimination? Do people know when they discriminate?
3. Why do people discriminate?
4. How can we break the pattern of discrimination?
5. When and where do we start?

What is needed today to assure that there is a tommorrow is not more narrow minds but more statesmen; not more conservatism but more creativity; not more hate but more love; not more separateness but more togetherness. Perhaps the real hope ahead lies in the willingness of each individual to become morally committed to the goal of equal opportunity.

Looking at the statistics of racial progress as reported in William Raspberry's April 13 column in the Washington Post, one could assume that for Blacks, progress into the American middle class has been excellent.

Mr. Raspberry in another column in the Post on April 16, stated "It is undeniable that more and more Blacks are entering the middle class. But an awful lot of them see themselves as strangers in that land, subject to deportation at whim."

The question is: How far do Blacks still have to go, in order to be assured equal employment opportunity? Will it bring with it more equal benefits resulting from the employment? Unless the entry level occupations have built in career advancement ladders which prevent discrimination against Blacks from upward mobility, then equal employment opportunity in and of itself will not produce the results intended by Title VI of the Civil Rights Act of 1964. This Act prohibits discrimination because of race, color, religion, sex or natural origin in hiring, but what is often overlooked, it also prohibits the same discrimination in terms of upgrading and all other conditions of employment. Without a doubt, educational institutions, businesses and industries are responding by providing more job opportunities for Blacks, but what is still subject to question is the progress being made after the initial opportunities are granted. We must make a concerted effort to provide opportunities for upward mobility through planned career development programs.

Oftentimes, we play statisitical games to prove a point one way or another; however, as Raspberry pointed out, employment statistics will show that "it is a fact that a Black teenager or returning veteran is twice as likely as his White counterpart to be out of work; it doesn't exactly set your heart singing - even if 10 years ago the Black would have been three times as likely to be jobless."

A new Manpower Reserach Monograph issued by the U.S. Department of Labor since Peter Brennan became Secretary of Labor entitled A Study of Black Male Professionals In Industry shows that there is "in the 1960's a marked improvement in the educational level and economic status of Blacks. The proportion of Negro male college graduates almost doubled between 1962 and 1972 -- from 3.6 percent of all Negro men to 7.1 percent. Similarly, the proportions in professional, technical, or managerial positions (including proprietors) increased from 7 percent of all Negro men employed in 1959 to 13 percent in 1971. Gains seem to have been especially sharp--and recent-in large companies; the Black man's proportion of all professional technical and managerial positions in firms with 100 or more employees virtually doubled in four years from 1966 to 1970 -- from 3.7 to 7.1 percent."

The real purpose of this manpower study was an attempt to investigate what happened to the Black male college graduate after he entered the White business firm. Was he really shunned into a corner where he could "do no harm," or was he assigned the same kind of job he would have been given if he were White? What about his chances of getting ahead? What salary increase did he receive and how far did he go? Above all, how did his progress compare with that of a White of similar background and ability?"

The answers to these questions were provided by a 1971 survey of 500 black men employed in private industry. All but 16 were college graduates, and 28 percent held graduate degrees. Three out of five had specialized in business administation, science, engineering, or law in their studies.

The majority were young and had relatively few years of work experience. Close to two-thirds were under 35 years of age. The group had an average of 6.5 years of experience in private industry, and few had any other work experience.

A wide variety of industries were represented in the survey and a broad range of business activities. But the largest group, close to 40 percent, were engaged in a service at the corporate level -- in such activities as personnel, legal services, industrial relations, and public relations. Relatively few, 27 percent, held supervisory or managerial posts. The median salary at the time of the interview, the summer of 1971, was $14,389.

Slightly more than half of the men were satisfied with their career progress. And, in comparing their progress with whites in their department of similar background, "about half thought they had advanced as well and about one-fifth felt they had done better, whereas over nine-tenths felt at least as well qualified. Relations with white co-workers, supervisors, and subordinates were also reported as food or excellent by most of the men.

Nevertheless, 3 out of 5 of the surveyed men felt that they, as black business professionals, did not have the same opportunities as whites in their firm. Their comments indicated that the basis for this view was expectations concerning the future. The men felt that there was a ceiling on how far they could go, and that the ceiling was rather low.

So you see, if this study is representative of the feelings of Black males in various industries, then it becomes even more important that equal employment opportunities, which as I previously stated, mean also more equal benefits resulting from the employment.

Another statistic which directly relates to employment in industry, was stated in November 1971, at the Hearings of the Utilization of Minority and Women Workers in the Public Utilities Industries, in Houston. At the outset of these Hearings, Chairman William H. Brown, Equal Employment Opportunity Commissioner, stated and I quote, "I will leave to members of the Commission staff the discussion of statistics on the utility industry. But let me give you just one statistic now because I find it so shocking, and yet so sadly typical of this industry: Among 23 largest industries in America--those with more than half a million employees--gas and electric companies rank last in the employment of Blacks."

Evidently, it is more important to look at how far Blacks have yet to go in order to achieve equal status in America. Even though we see more and more opportunities for Blacks in the job market, the real test again is the advancement and progress they are able to achieve once they enter that market.

Recently, I was reading a publication Graduate and Professional School Opportunities for Minority Students, published by the Educational Testing Service, Princeton, New Jersey (1971). This publication was written especially to help minority students navigate the system that has been available to the more privileged majority. While I view this publication as an excellent resource for all minorities, and with emphasis on Blacks, the application, testing, and processing procedures for admittance to graduate and professional schools means little if the real world of work does not provide the avenues for continuing advancement once these individuals complete a program and are hired.

As President Nixon himself emphasized in a letter to the Chairman of the Equal Employment Opportunity Commission (EEOC) on October 2, 1972: "The administration's program to assist minorities in finding a profitable role in our economic system ... has been one of the highest domestic priorities. It is this "belief ... that our system can be so opened as to provide answers to the aspirations of all our citizens."

The recognition has been long in coming that Career Development is an integral program component in any human resources development or manpower training effort. This concept is especially important when we recognize that in the United States there are distinct cultural attitudes towards certain types of occupations that preclude a movement of people into them, even though personal aptitude and interests would indicate success and labor market demands exist for them. These attitudes persist in spite of a conventional value, which maintains that all work has dignity and is of equal social worth.

There is, for example, a particular bias for those types of occupations that require the baccalaureate degree and above; these are called the prestige courses ...!!! Perhaps it is not so much a conscious and purposeful decision for a particular occupation as it is for the acquisition of the college degree that is becoming even more important in our "credentialled" society.

This factor places severe restrictions on the Career Development and training aspirations of disadvantaged groups, such as the Spanish-Speaking. And this applies to Chicanos, Puerto Ricans, Cubans, etc. This factor further aggravates the situation when the adult and the teenager are confronted with limited options for training and/or education. The National Advisory Council on Vocational Education condemned this attitude in its first annual report, July, 1969: "At the very heart

of our problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our aspiration and our silent support, is snobbish, undemocratic and a revelation of why schools fail so many students."

Career development must become an important factor to be used in the educational process in light of society's preoccupation with baccalaureate degrees and because of the fact that we are a "credentialled" society.

It is also important to make some observations on the methods of Licensure, Certification and Accreditation. Through accrediting schools to provide approved training courses and by certifying who will be members, professional organizations often define the parameters of an occupation. Pressure on State and local government follows to license--and regulate--those who will practice in a given State and locality. While these sytems required by professional organizations and governments are instituted to protect the public against the incompetent or unethical, they sometimes prove formidable barriers to expanding employment opportunities in emerging occupations and in meeting urgent needs for highly skilled and associate professional manpower.

Efforts of our office are pointed toward enhancement of Career Development by the use of new training techniques such as open-ended/open-exit programs, cluster-concept programs and the extensive utilization of multi-occupation, multi-service skills centers. For Fiscal Year 1972, we processed through our office $138,700,000 for Institutional Training obligations funded through the Manpower Development and Training Act (MDTA). The total enrollment of such trainees in Fiscal Year 1972 numbered 150,600; of which 18,700 (or 12.3% of total) were Spanish Surnamed.

Our commitment to effectively train and education Spanish-Speaking adults is reflected in the "Guidelines for the Planning and Development of Skill Centers", the Skill Centers must provide, in addition to occupational training, a comprehensive program also consisting of Bilingual and/or second language instruction where needed. This criteria is closely examined before certification of Skill Centers operations, especially in those geographic areas where the Spanish-Speaking predominate. In addition, we colloborate with the Department of Labor, funding "Operation SER" at a level of $18,000,000. This organization is a National program to upgrade the socio-economic status of the Spanish-Speaking community and it will train approximately 7,2000 additional persons, apart from our regular Institutional Training Programs.

Any program or activity supported by grants under the Federal Manpower Acts, like every other program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with Title VI of the Civil Rights Act of 1964. Our prime effort in this area falls within the responsibility and mission of the Area Manpower Institutes for the Development of Staff (AMIDS). This is a special, Training and Technical Assistance program which works with State Agencies, local projects and Federally-funded programs in the Manpower training area. A major component of AMIDS is the Cultural and Human Awareness Program. In this way, our office continues to maintain very serious involvement in the area of Equal Employment Opportunity.

Recognizing a serious gap in this regard, we have established in our office a pilot course, "Spanish as a Second Language for Educational Executives" which emphasizes the Spanish cultural heritage and language.

In addition to the other affirmative actions I have mentioned, we are very much committed to the use of our educational resources to help solve some of the human problems that can be alleviated through education training for minority business enterprise. About a year ago, Secretary of Health, Education, and Welfare, Elliot Richardson and U.S. Commissioner of Education Sidney P. Marland, Jr., at the request of Under Secretary of Commerce James Lynn, asked me to establish a Task Force on Education and Training for Minority Business Enterprise and to serve as its Chairman.

This Task force on Education and Training for Minority Business Enterprise consists of 40 distinguished public members from many walks of life; heads of education associations, outstanding business leaders, professors of business at some of our most successful colleges and universities, community leaders, and others. Minority groups are well represented. In addition, about 20 Government officials have been active in the effort, including representatives from the Department of HEW, Department of Commerce, Department of Labor, Department of Agriculture, Office of Economic Opportunity, Department of Interior (Bureau of Indian Affairs), ACTION, Department of Housing and Urban Development, and others.

The overall purpose of the task force is to determine the ways and means and the direction of programming that will improve the posture of minority entrepreneurs and prospective minority entrepreneurs. The task force has held three meetings of the entire body, plus public hearings conducted by the Executive Committee, in Los Angeles, San Francisco, Albuquerque, Atlanta, Miami, and New York.

We are now in the process of analyzing and organizing all of the material from the Task Force deliberations into a final report to be submitted to the Secretary of Health, Education, and Welfare, and to the Secretary of Commerce. We expect this final report to have profound implications for program direction and legislative actions that, hopefully, will improve the outlook for minority entrepreneurs. I'm

sure you feel as I do that a country like ours, with its trillion dollar gross national product and all the other indicators of wealth and the affluent society, cannot tolerate a dismal statistic showing minorities (black, Spanish-speaking, Indians, etc.) representing about 18 percent of our population but only 4% of the business ownership, only 7/10 percent of 1 percent of the cash assets, and the highest incidence of business failure you can imagine. Through the task force, we hope to do something about this problem.

Dr. Harding Young, former Dean of the School of Business Administration at Atlanta University and currently Executive Director of the Southern Economic Development Foundation stated to the task force:

> "If every black student in the United States presently engaged in an advanced business degree program were to decide to open some kind of enterprise, the total impact would amount to less than 2,000 new businesses. Most of these students will not so decide. All indications are that an overwhelming majority of them will choose to teach or work for some well established concern."

In accordance with the general theme of this conference, I would also like to share with you tonight some of the current efforts in the Federal Government and particularly in the Office of Education which respond to the educational and equal employment opportunities for Indians.

The Office of Education has been given broad new authority and direction by the Congress and the Administration to help meet the needs of Indian children, both on and off the reservation. I am speaking of the various measures included in the Educational Amendments of 1972 under the general title of the Indian Education Act. This legislation provides new authority as well as amendments to existing law to give the Office of Education broader ability to funnel assistance directly to local school districts to meet the special needs of Indian pupils enrolled there.

The Act also authorized grants from OE to the States, school districts, Federally supported schools, and --- most important --- to Indian tribes, organizations, and institutions to mount projects demonstrating improved educational opportunity for Indian children and adults. Without a doubt, there is now, for the first time, a clearly established power base in the field of education for direct and specific support of Indian education -- administered by Indians. There is no other education law remotely approaching this new law in its degree of focus! Certainly this concentration of efforts should help immeasurably in the career development of American Indians.

The Amendments have created an Office of Indian Education in OE to administer the new programs. The office will be headed by a Deputy U.S. Commissioner of Education who will be nominated from a list submitted by the 15-member Presidentially appointed National Advisory Council on Indian Education, also created by the new law.

The Council will have a vital continuing role in the development of Indian education programs within the Office of Education and, for that matter, throughout the Federal Government. The Council will advise the Commissioner of Education of any Federal educational programs related to Indians, review all proposals submitted to OE under the Indian Education Act, and report to the President and the Congress once a year on the status of these activities.

Congress has funded the Indian Education Act at $18 million for FY '73, enabling U.S.O.E. to launch many new programs. We see the bulk of the first year funds being directed to the planning and organization of improved service to Indians.

The recommendations for Presidential appointment to the National Advisory Council on Indian Education have already been sent to the President. Some 500 Indian tribes and other organizational groups were asked by mail to submit their choice of nominees and approximately 150 names for consideration were received.

The Secretary has approved an Office of Indian Education and the position of Deputy Commissioner for Indian Education. We expect the new National Advisory Council on Indian Education to share in the policy-making activities of this new office.

All of this is in keeping with the President's State of the Union Message concerning Human Resources (Quotes follow from the section on the American Indians).

> "For Indian people the policy of this Administration will continue to be one of advancing their opportunities for self-determination, without termination of the special Federal relationship with recognized Indian tribes.
>
> "Just as it is essential to put more decision-making in the hands of State and local governments, I continue to believe that Indian tribal government should assume greater responsibility for programs of the Bureau of Indian Affairs and the Department of Health, Education, and Welfare which operate on their reservations. As I first proposed in 1970, I recommend that the Congress enact the necessary legislation to facilitate this take-over of responsibility. Also, I recommend that the 1953 termination resolution be repealed. Meanwhile, the new statutory provisions for Indian tribal governments under General Revenue Sharing will assist responsible tribal governments in allocating extra resources with greater flexibility ...
>
> "In the two and one-half years that Indians have been waiting for the Congress to enact the major legislation I have proposed, we have moved ahead administratively whenever possible. We have restored 21,000 acres of wrongfully acquired Government land to the Yakima Tribe. We have filed a precedent-setting suit in the Supreme Court to protect Indian water rights in Pyramid Lake. My fiscal year 1974 budget proposes total Federal outlays of $1.45 billion for Indian affairs, an increase of more than 15 percent over 1973.

"To accelerate organizational reform, I have directed the Secretary of the Interior to transfer day to day operation activities of the Bureau of Indian Affairs out of Washington to its field offices. And I am again asking the Congress to create a new Assistant Secretary position within the Interior Department to deal with Indian matters."

Oklahoma can be very proud of Mr. Marvin Franklin who has been selected by the President to head up Indian Affairs in the Department of Interior. Mr. Franklin, a Phillips 66 executive, lawyer and full-blooded Iowa Indian has been very active in educational matters in Oklahoma, as well as in many business enterprises.

Our Division of Vocational and Technical Education issued the first OE program memorandum to State educational agencies in January, 1972 concerning the status of women. We brought to the attention of State administrators of vocational education our policy regarding non-discrimination for women in course offerings.

In May of 1972, former Commissioner of Education, Sidney P. Marland created an employee task force to assess the impact of Office of Education programs on women and report back with findings and recommendations. The Report of the Commissioner's Task Force indicated that there is growing evidence that sex discrimination pervades the education system at all levels:

"Elementary school textbooks revealing startling biases against women: females are typically portrayed as dependent, domestic, and incompetent. Once in secondary school, girls and boys

receive different treatment in many ways. About two-thirds of the nation's school districts expel female mothers-to-be, while school-aged fathers are rarely punished. Girls receive domestic training in home economic courses, while they are often excluded from industrial arts and often denied the extensive physical education opportunities available to boys.

"Girls seeking vocational education are often channeled into training for relatively low-paying 'women occupations,' while boys can generally choose training from a much broader and higher paying range of vocational offerings.

"Discrimination in admissions to higher education and in student financial aid awards make it harder for a qualified women to get a college education than her male peers, despite better performance in high school. Both public and private institutions use quotas and higher admissions standards for women. Women receive an average of $215 less in student financial aid than men of equal need. Many women are discouraged from pursuing advanced degrees by teachers and counselors many of whom believe that advanced learning for women is a useless 'frill.'

"Women who assume family responsiblities before trying to complete their education often find it particularly hard to continue their education: lack of child care and the chance to study part-time, problems in winning credit for courses taken years earlier or in another institution are among the additional difficulties these women may face.

"As an employer, the education system is equally guilty of denying women an equal chance. Administrative positions are dominated by men even in educational fields overwhelmingly female--while women are 67% of the public school teachers, they are only 15% of the principals and .06% of the public school superintendents. Women making education their career are commonly denied equality with men in hiring, pay, promotion, tenure, and so on.

"Research and development concerning problems of sex typing and discrimination has been limited. In fact, research in general is sometimes distorted by the intrusion of the researcher's own biases against women."

As Louise Vetter and Barbara Sethney pointed out in their research report Women in the Work Force: Development and Field Testing of Curriculum Materials/Planning Ahead for the World of Work:

> "Recognition of the importance of vocational planning for young women is a relatively new idea. In the past, educators and counselors frequently attempted to set girls on the 'right road' toward wifehood and motherhood, or else simply ignored them. However, in the last thirty years a great many changes have taken place. Now, more than one-third of the work force consists of women workers and the average 'work life expectancy' for each working woman in twenty-five years (Women's Bureau, 1969). With over thirty million women in the work force in 1970 (U.S. Department of Labor, 1971), some change in the 'kinder, kirche, kuche' (children, church, kitchen) approach to vocational planning for girls and women is indicated.
>
> "Educational and occupational opportunities for girls and women have expanded as attitudes toward women workers have become more liberalized and as facilitating legislation has been provided.

These opportunities and changes have produced some problems, however. According to Anderson and Heimann (1967):

> "One outcome of the growing manpower needs of the nation and the expanding role of women in the labor market has been to produce a complex of problems for the young female who is entering early stages of vocational planning. In addition to her need for occupational infomration, decision-making experiences, and a setting in which to examine her feelings and needs, the adolescent girl is also faced with such problems as her emerging life plans of marriage and/or career, cultural biases against women in some occupations regarded as not feminine, and and understanding of herself in relation to these forces.

"Research indicates that early presentation of occupational information may facilitate such developmental factors as understanding of occupational concepts, identification of vocational interests, and realism of self-concept, appropriateness of vocational choice, and readiness to function as an effective employee (Sinick, Gorman, and Hoppock, 1966). However, much occupational information has been collected without reference to the importance of labor force participation for female subjects and, as Kaufman, Schaefer, Lewis, Stevens, and House (1967) have pointed out, many of the expressed attitudes and plans of high school senior girls are based on a very restricted view of the possibilities open to them as adult women. Although nine out of ten females will be gainfully employed at some time in their lives (Women's Bureau, 1969) high school senior girls have relatively little information about women in the labor force (Lee, Ray, Vetter, Murphy, and Sethney, 1971). This, in turn, affects the attitudes they hold and the plans they make. Clearly, there is need for effective methods by which young women can acquire the information, the attitudes, and the planning capabilities necessary to develop and carry out realistic career development plans."

As Bernie Sandler wrote in The Chronicle of Higher Education, (February 26, 1973)

"Hidden way in Title IX of the Educational Amendments of 1972, and virtually unnoticed by the educational community, is a small section that extends coverage of the Equal Pay Act to executive, administrative and professional employees. All faculty member and other professional employees in all educational institutions are thereby protected."

A report released April 26, 1973 by HEW points up the plight of women faculty members in American colleges and universities:

"Women make up 22.5 percent of the full-time faculty at American colleges and universities, but they are paid an average of $2,500 less than their male colleagues, according to estimates released by USOE's National Center for Educational Statistics. There are about 254,930 faculty members teaching full-time on nine and ten month contracts, according to preliminary estimates for the 1972-73 school year.

"Male faculty members earn an average $14,352 annually, while their female counterparts were paid only an average $11,865. The salary gap is greatest at universities, where the average salary for men is $15,829 as compared to the average $12,325 for women. The gap at two-year colleges is only about $1,000, the difference between the men's $12,889 average and the women's $11,862.

"Less than twn percent (9.7 percent) of all women faculty have reached professorial rank, in contrast to the 25.5 percent of all men who become professors. Although lacking any solid data to view a trend, NCER suggested that the proportion of women among faculty has changed little in the past ten years, but the survey said that 43.5 percent of all women on faculties are classed as 'instructors' as compared with only 30.9 percent ten years ago."

An excellent book edited by Dr. Harry N. Rivlin, Cultural Pluralism in Education: A Mandate for Change, provides a thought-provoking statement from the Cuban writer, Jesus Castellanos. He once remarked:

"that it is to be expected that a man should love the region in which he was born, but that that was no reason for hating those who were born elsewhere. Similarly, it is understandable that a person should respect and love the culture into which he was born and in which he has been brought up, but that is no reason for despising or hating the culture into which ~~he has been brought up, but that is no reason for despising or hating the culture into which~~ other people have been born.

"One of the most difficult words for people to understand when they look at various cultures or sub-cultures is different. Different means different; it does not mean better than or worse than. This whole-hearted acceptance of one's own culture and of other people's culture is basic to the development of a sense of cultural pluralism that is far more enriching than is the outworn concept of the melting pot.

"No child should have to feel that he must reject his parents' culture to be accepted. Indeed, his chance of adjusting successfully to his school, to his community, and to the larger society are enhanced if he is not encumbered by feelings of shame and of inferiority because he was not born into another family and another culture. To speak of any child as 'culturally disadvantaged' merely because of his ethnic origin is damaging not only to the child but also to society, for it deprives the nation of the contributions that can be made by each of the many groups that make up our country.

"Dewey's famous dictum that what the best and wisest of fathers wants for his child, that the state should want for all its children, has special significant today, for we stress the word all. By all, we mean all --- the rich, the poor, the Whites, the Blacks, the Puerto Ricans, the American Indians, the Chicanos, the Chinese, and all the other ethnic groups in the United States.

"In any program that aims at dealing with problems and opportunities, pride of race is important but racism is vicious, whether it be expressed in discriminatory actions or in objectionable epithets or comments. As American citizens, especially as American educators working in urban communities, we must make every effort to stamp out racism and its manifestations, for racism is corrosive to all students and damages the learning process."

As you are probably aware, President Nixon chose to send his 1973 State of the Union Message by sections to Congress this year. On March 1, the fourth section of the President's message was devoted to human resources. In concluding my remarks, I would like to share with you a quotation from Carl Sandburg's "The People, Yes" which the President used in this important message:

"America has risen to greatness because again and again when the chips were down, the American people have said yes--yes to the challenge of freedom, yes to the dare of progress, and yes to the hope of peace--even when defending the peace has meant paying the price of war.

"America's greatness will endure in the future only if our institutions continually rededicate themselves to saying yes to the people--yes to human needs and aspirations, yes to democracy and the consent of the governed, yes to equal opportunity and unlimited horizons of achievement for every American."